User Empowerment in a Social Media Culture

Preventing and coping with (cyber)bullying: participatory mapping towards self-regulatory strategies

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Abstract

As part of the EMSOC-project (User Empowerment in a Social Media Culture) that investigates the influence of social media on the (dis)empowerment of vulnerable individuals and groups, this report presents the first step of a research on combating (cyber)bullying. The goal of this research is to provide teachers with a (digital) toolkit to facilitate 9 to 10-year-olds to become more self-regulatory as a class group in preventing and coping with traditional bullying as well as cyberbullying. In line with the Participatory Design approach at the core of this research, we identified a set of preconditions for effectively combating (cyber)bullying and collected suggestions for how these preconditions can be created. For this purpose, we involved different experts and teachers in a series of participatory mapping sessions using the MAP-it tool. The results should be seen as a metaphorical map, indicating roads, dangers and opportunities in the design process of the toolkit. Since children are important stakeholders as well, they will be actively involved as design partners in the next steps of the project.

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1. Introduction

Parallel to the rise of online and mobile media, cyberbullying has become a well-known phenomenon, expanding and intensifying bullying behaviour beyond its traditional borders. Although different anti-bullying programs have been developed over the past decades, our unique contribution is to provide teachers with a (digital) toolkit to facilitate children to become more self-regulatory in preventing and coping with offline as well as online or cyberbullying. We thereby focus on the class as a social group, and on the exclusion of children in class groups due to bullying.
Making children more self-regulatory does not mean the teacher's role in combating (cyber)bullying will be minimised. In contrast, we aim at a central and facilitating role for the teacher, guiding the children throughout the process. This is in line with Dupont's (2012) notion of 'guided bottom-up'. With the term bottom-up she refers to actions and initiatives that arise from within a group of people. When support or help is given from an organisation or person (e.g. school, teacher, etc.) to enable or to stimulate bottom-up actions and initiatives, she coins the term 'guided bottom-up'.
Within the EMSOC-project (User Empowerment in a Social Media Culture) that investigates the influence of social media on the (dis)empowerment of individuals and groups, this research on combating offline as well as online bullying, is part of the inclusion work package. The aim of the inclusion work package is to understand the relation between social media and people, focussing on bottom-up strategies to actively involve vulnerable individuals and groups to increase their empowerment (Dupont et al, 2011). The goal of this particular research within the inclusion work package is to empower the class as a social group to revert exclusion due to (cyber)bullying. Important to note is that, although asocial use of social media is at the heart of cyberbullying, our focus is on social media as a means to combat bullying by stimulating pro-social behaviour in a class group.

As a first step in the design process of the toolkit, we identified a set of preconditions for effectively combating (cyber)bullying and we collected suggestions for how these preconditions can be created. We therefore involved different experts and teachers in a series of mapping sessions. Mapping is a technique to visually outline ideas and the relations among them on a background such as a large piece of paper. The technique fits perfectly within the broader Participatory Design approach that is at the core of this research. In Participatory Design, users and other stakeholders participate in the design process to ensure that the resulting designs fit the way people will actually use the product in their own lives (Schuler, 1993).
The resulting preconditions presented in this report should be seen as a metaphorical roadmap, indicating roads, dangers and opportunities to the traveller, not as a mere route prescribing a fixed solution. The roadmap will be used as a framework, guiding us throughout the design process of the toolkit.

2. Related work

Defined as the systematic abuse of power in interpersonal relations, bullying is still a widespread problem in schools throughout the world (Smith et al, 1999). Across Europe, 19 per cent of 9- to 16-year-olds report having been bullied and 12 per cent report having bullied someone else (Livingstone et al, 2011). When it comes to online or cyberbullying, 6 per cent report having been victimised online and 3 per cent confess to having bullied others online (Livingstone et al, 2009).

A recent study in Flanders, Belgium, shows that 30 per cent of 10- to 16-year-olds have been bullied offline at least once in the past 6 months and 11 per cent have been bullied online in the same period (Vandebosch et al, 2012). Moreover, 25 per cent confess to having bullied others offline and 11 per cent to having bullied others online (Vandebosch et al, 2012).

2. 1 Overlap perpetration and victimization

Bullying, in its traditional form as well as online or cyberbullying, is a complex and often diffuse problem with no easy solutions. Different studies have found evidence of a considerable overlap between victimization and perpetration in bullying behaviour (Heirman et al, 2012; Gorzig, 2011; Walrave et al, 2009; etc.). For example, the EU Kids Online study (Livingstone et al, 2009) shows that only 12 per cent (8 per cent offline and 4 per cent online) of those who have not bullied others have been victimised. In contrast, almost 60 per cent of those who have bullied others online only or offline only have been bully victims themselves. Bullying others and being bullied thereby mostly occurs through similar off- or online modes. Although the causal links between being bullied and bullying stay unclear, chances are high that working to prevent children from engaging in bullying behaviours might reduce the possibility that they themselves become victims (Gorzig, 2011; Livingstone et al, 2009).

2. 2 Overlap traditional and cyberbullying

Not only is there a significant overlap between victimization and perpetration in bullying behaviour, other studies have shown off- and online bullying to be interconnected, making the problem even more complex (Livingstone et al, 2011; Olweus, 2012; Vandebosch et al, 2006; Vandebosch et al, 2012). Although offline bullying is still significantly more prevalent than online bullying, considerable evidence points towards retention of roles, meaning that online bullies are often offline bullies, and online victims are often offline victims as well (Vandebosch et al, 2006; Li, 2007; Friendly ATTAC, 2012). Some evidence was also found for the 'revenge of the nerds' hypothesis stating that victims of offline bullying might seek revenge online (Smith et al, 2008; Friendly ATTAC, 2012). This may seem contradictory with the above-mentioned finding that bullying others and being bullied mostly occurs through similar off- or online modes. However, although 40 per cent of online bullies have also been victimised online, 20 per cent of online bullies have solely been victimised offline (Gorzig, 2011). Evidence for the 'revenge of the nerds' hypothesis may thus be found in this particular group.

To conclude with, bullying is rarely a black and white story with clearly defined roles for bullies and victims, and with the rise of the internet and mobile media the phenomenon has even gained in complexity. The emergence of online or cyberbullying not only resulted in more children and youngsters being involved in bullying, the problem has also intensified, as for some victims it has become almost impossible to escape their bullies. Besides being victimised offline, such as in and around school, they are increasingly victimised online as well, at any time and wherever they might be (Broothaerts, 2010; Vandebosch et al, 2006).

2. 3 (Cyber)bullying and the peer group

According to Olweus (1993) bullying is a repeated, imbalanced (with regard to power) and negative act that occurs between a bully and a victim. Nevertheless it has been emphasized that bullying is far and foremost a group processes in which bystanders have an effect on the maintenance of bullying and on the adjustment of the victims (Cohen et al, 2006; Kyriakides & Creemers, 2012). Therefore, group processes are important in explaining and understanding bullying (Huisting & Veenstra, 2012). Children can take on different roles in a bullying situation. Often one or more dominant bullies take the initiative to bully one or more victims (Sutton & Smith, 1999). These bullies are usually actively assisted or provided with positive feedback by a group of followers, who provide these ringleader bullies with the position of power they seek. These followers can feel manipulated and feel pressure to conform their supportive behaviour, which may partly be due to fear of becoming victims themselves (Burns et al, 2008). Children or youngsters can also act as defenders helping or supporting the victim(s) just as they can act as outsiders giving no help or support whatsoever and pretending nothing is going on (Huisting & Veenstra, 2012).

In sum, victims and bullies are embedded in subgroups where they are supported by peers. Such group processes can often be found in school and especially in the classroom. What is more, existing social contexts are not only crucial with regard to offline bullying but also with regard to online bullying. Thus, traditional and cyberbullying affect the whole classroom (Huitsing & Veenstra, 2012; Kyriakides & Creemers, 2012; Vandebosch et al, 2012). In cyberbullying research, studies on the social context in which the bullying occurs, are nevertheless scarce (Friendly ATTAC, 2012).

2. 4 Combatting (cyber)bullying

Since bullying is a widespread problem in and around schools worldwide, many anti-bullying programs have been developed over the past decades and currently there are a wide variety of practices being employed in schools (Rigby & Griffiths, 2011). Punitive or disciplinary approaches, in which (possible) perpetrators get punished in order to solve the problem, are increasingly discredited because although they may appear to stop the behavior initially, they often result in the bullying getting worse and going underground. Also, they do not change the behaviors and attitudes of those involved in bullying (Rigby & Griffiths, 2011). By contrast, other methods such as the Support Group Method formerly known as the No Blame Method (Robinson & Maines, 2008*)*, the Method of Shared Concern (Pikas, 2002) and the KiVa anti-bullying program (Kärnä et al, 2011; Salmivalli et al, 2011) can bring about more profound and enduring change. These methods, often inspired by Olweus' Bullying

Prevention Program (OBPP) (Olweus, 1993), are, generally speaking, non-punitive approaches. They do not seek to impose a solution but, to a certain degree, try to empower students involved in bullying to negotiate a solution through a series of meetings. Moreover, these methods assume group involvement of perpetrators in directing acts of bullying towards a victim who is less powerful than they are, and that, as such, responsibility for the bullying behavior becomes diffuse (Rigby, 2005; Demko, 1996). Also, these methods emphasize the effects of bullying on the victim's feelings and emotions, rather than on the details of what exactly occurred (Demko, 1996).

OBPP (Olweus, 1993) and KiVa (Kärnä et al, 2011; Salmivalli et al, 2011) not only contains reactive strategies to tackle acute bullying problems, proactive strategies are included as well to prevent bullying from happening in the first place. In contrast, strategies such as mediation between bullies and victims with teacher mediators and/or peer mediators, the use of assertiveness training to help victims to resist being bullied, restorative practices, a non-punitive problem-solving method referred to as No Blame (Robinson & Maines, 2008*)* and a comprehensive approach for use with group-based bullying called Shared Concern (Pikas, 2002) are de facto targeted at intervention.

Programs such as OBPP, KiVa, No Blame and Shared Concern emphasize the importance of a supportive school environment in which school counselors and teachers are prepared to examine and implement the method carefully (Smith et al, 2004). This is in line with the whole-school approach (Deboutte, 2008; Smith et al, 2004) in which bullying is regarded as a systemic problem with multiple causes at the individual, classroom, and school levels. This layered perspective suggests that an intervention must target the entire school context, rather than just individual bullies and victims (Deboutte, 2008; Smith et al, 2004).

What distinguishes KiVa from the other anti-bullying programs mentioned above are, first of all, the specifically developed instructional materials for students, teachers and parents, and the use of digital technologies, such as games, in raising awareness about bullying (Kärnä et al, 2011). Secondly, KiVa goes beyond emphasizing the role of bystanders in bullying by actually providing ways to enhance empathy, self-efficacy and efforts to support the victimized peers. Lastly, the hallmark of the KiVa program is its very well-coordinated whole-school and multilayered intervention approach in which all these features are assembled (Kärnä et al, 2011).

Although many anti-bullying programs have been evaluated, estimates of their effectiveness vary and in general, their impact appears to have been modest at best (Rigby & Griffiths, 2011). KiVa on the other hand has proven to be effective and was honored as one of the best anti-bullying programs worldwide (Farrington & Ttofi, 2010). A large-scale evaluation of the KiVa antibullying program in 78 Finish schools indicated that the KiVa program was effective in reducing school bullying and victimization in Grades 4–6 (10 – 12 years). In experimental schools, compared with control schools, self-reported victimization and bullying were reduced by 40% and 33%, respectively. (Kärnä et al, 2011;

Salmivalli et al, 2011). In addition, a recent study shows that a remarkable 98% of victims involved in KiVa programs felt that their situation improved one way or another (Garandeau et al, 2013).

Despite the fact that many anti-bullying programs have been developed to combat traditional bullying, measures to prevent and tackle online or cyberbullying are usually less formalised. Nevertheless, numerous websites have been devoted to combatting cyberbullying. These websites (e.g. clicksafe.be, veiligonline.be, cyberpesten.be, stopcyberbullying.org, cyberbullying.us, etc.) mostly contain guidelines for safe internet use and netiquette (i.e. the socially acceptable conduct in an online or digital situation), information for parents or teachers as well as tips and coping strategies for victims. However, these guidelines and strategies have rarely been based on academic research, nor have they been fully evaluated yet (Vandebosch et al, 2006). Other methods, such as an evidence-based game being developed in the context of the Friendly ATTAC project, are still in early phases of development (Friendly ATTAC, 2012).

2. 5 Towards empowerment

We believe that empowering children, victims, perpetrators as well as bystanders, in combating bullying is the key to enduring attitude and behaviour change towards bullying. Although the earlier mentioned anti-bullying programs try to empower students to a certain degree, we want to go a step further. Our aim is to not only strengthen children's participation in reactive strategies when bullying occurs, but also in proactive strategies to prevent bullying from happening in the first place.

Moreover, whereas most methods tend to focus on either traditional or cyberbullying, we are especially interested in preventing and intervening in cases of bullying where online and offline worlds collide. Since traditional as well as cyberbullying are strongly connected to the context of the school and in particular to the classroom (Vandebosch et al, 2012) our focus will thereby be on the class as a social group.

In sum, we will investigate how and by which (digital) tools teachers can facilitate children to become more self-regulatory as a class group in preventing and tackling (cyber)bullying. As a first step, we have identified preconditions for this bottom-up oriented approach, and we collected suggestions for how these preconditions can be created.

3. Method

To gain further insight in existing strategies to tackle (cyber)bullying as well as to identify preconditions for more bottom-up and self-regulatory strategies, we invited experts as well as teachers for a series of mapping sessions. Mapping is a technique to visually outline ideas and the relations among them on a background such as a large piece of paper.
For this purpose, we used a hands-on tool for participatory cartography and conversation known as MAP-it (Dreessen et al, 2011). MAP-it was developed as a means to open up communication more effectively. It consists of a large mapping background and an open and extendible set of icons (see Annex 5) that allows participants to make their thoughts explicit in a visual way, in the form of a map. The visual character of mapping allows participants from different backgrounds to discuss topics on equal grounds. Moreover, the mapping´s structure encourages to not only share positive experiences, but also leads to critique and debate (Dreessen et al, 2011).

Figure 1: MAP-it session with experts and teachers

MAP-it fits perfectly within the broader Participatory Design approach used for this project. In Participatory Design, users and other stakeholders participate in the design process to ensure that the resulting designs fit the way people will actually use the product in their own lives (Schuler, 1993). What distinguishes participatory design from related approaches such as user-centered design is that the latter supposes only that the research and design work is done on behalf of the users: in participatory design, this work must be done with the users from beginning to end (Iivari, 2004; Spinuzzi, 2004).

3.1 MAP-it session 1

The goal of the first MAP-it session was to gain further insight in existing strategies to prevent and cope with (cyber)bullying in a class context. Two sessions were held. One with a group of seven experts in the field (e.g. employees of Childfocus, the national centre for missing and exploited children; Awel, a first aid telephone desk for children and youth; the National Commissariat for Children's Rights, the Flemish network 'Take Sides Against Bullying', etc.) and one with a group of five primary school teachers. For the first MAP-it session, we divided experts and teachers in two separate groups as it could be of value to compare their experiences with existing strategies to address (cyber)bullying. Each session lasted about three hours and started with an introductory presentation, in which we gave some background information on the project and explained the session's goal. One researcher facilitated both sessions.

As a starting point, we used a fictitious (cyber)bullying scenario in which multiple 9- to 10-year-olds of the same class were involved, either as victim, perpetrator or bystander (see Annex 2). Each group was invited to map how a teacher could address the bullying problem and prevent it form happening in the future. The researcher guided the group through several well-timed stages (i.e. mapping values, goals, actors, actions and tools), where each stage asked for a specific set of sticker icons. There were several types of icons (see Annex 5). Some were to inspire, others were to label, to structure, to link or to construct. However, participants could also draw or write directly on the background sheet to visualize ideas and thoughts.

During a pilot session we noticed that the first step, mapping values, was hard to begin with. To avoid such a cold start, we chose to sensitize participants and to trigger their reflection in advance (Sleeswijk Visser, 2005). Each participant received a specifically designed postcard a few days before the MAP-it session (see Annex 1). We asked the participants to write down three key values that should be central in a teacher's strategy to prevent and cope with (cyber)bullying and to bring the filled in postcard with them to the session. During the MAP-it session, each participant was given the opportunity to explain his or her core values with regard to combating (cyber)bullying. Only afterwards the participants mapped the values they agreed upon as a group. This way, the participants were eased into the mapping process.

When a group finished its map, we asked to "lock" the most important parts on their map by placing a sticker of a padlock next to it. The metaphor of locking was used as a means for convergence. Next, the participants were invited to rethink their map as critically as possible and to identify possible risks. We ended up with an open and lively discussion on the results.

3.2 MAP-it session 2

The goal of the second MAP-it session was to identify preconditions for self-regulatory and bottom-up oriented approaches in preventing and tackling (cyber)bullying in a class context (see Annex 4). Two groups of five participants participated in the session, both including secondary school teachers as well as experts. Although we separated experts and teachers in the first MAP-it session focussing on existing strategies to combat (cyber)bullying, cross fertilization between experts and teachers may be useful when thinking of future and more self-regulatory strategies (see Figure 1). Each group was asked to map how teachers could facilitate children aged 9 to 10 to become more self-regulatory as a class group in preventing and coping with (cyber)bullying. The session took about three hours and was led by two researchers, one for each group.

To sensitize the participants beforehand, each participant was sent two structured word clouds visualizing the output of the previous sessions with experts and teachers (see Annex 3). Similar to the previous MAP-it sessions, a researcher guided the group through several well-timed stages and for each stage specific stickers sets were used (see Annex 5). Consecutively values, goals, actors, actions and tools were mapped. When a group finished its map, the most important parts were locked and a presenter was chosen to present the map (i.e. the background sheet on which they visualised their ideas and thoughts) to the other group. After the presentations, the participants of the other group were asked to highlight their favourite parts on the map with 'thumbs up' and 'heart' stickers, and to identify possible risks and dangers with 'warning triangles' and 'bomb' stickers. This way, the mapping's structure not only encouraged to share positive experiences, but also led to critique and debate. Finally, all participants and both researchers gathered around the table to discuss the results as well as the feedback.

3.3 Analysis

All MAP-it sessions were recorded on video. However, during a pilot session we noticed that putting a camera in front of the participants at one side of the table was too intrusive and the actual mapping process was not documented very well. Also, the audio quality was not as good as we had hoped for because some participants were seated too far away. Therefore, we attached cameras to the ceiling right above each table. This way the camera became rather invisible and its central position to each of the group's participants resulted in better audio quality. Before we started recording we asked each participant for his or her permission, but no objections were made.

Each session was fully transcribed for analysis. Next, the sessions were summarized while maintaining the same sequence of mapping categories (i.e. values, goals, actors, actions, tools, locks, opportunities and risks), resulting in a clear datasheet per session. After this first data reduction, there was still a lot of redundant information left within and across datasheets. For example, "empathy" was often mapped as a value, to be translated into a goal and/or action statement afterwards such as "enhancing children's empathy". To filter out this redundancy, all four data sheets were put together and the sequence of mapping categories was left behind. To structure and further reduce the data, we sorted the data based on their natural relationships (i.e. affinity diagram mapping), resulting in a set of preconditions. Some of these preconditions are not exclusively linked to a bottom-up oriented approach

towards (cyber)bullying. Therefore, the results presented in the next section will be a blend of preconditions already met in some existing anti-bullying programs, but still relevant for our intended approach, as well as new and more specific preconditions.

4. Results and discussion

The preconditions of the MAP-it sessions presented below are grouped in six subsections: empowerment of the school team, individual intervention, intervention at the group level, basic prevention, social media literacy and involvement parents. Some of these subsections are devoted to particular actors that have an important role in our bottom-up oriented approach towards (cyber)bullying (i.e. the school or school team, the class as a social group and the parents). Since we aim at a central, facilitating role for the teacher in making children more self-regulatory in combatting off- and online bullying, the teacher's role will be focused upon in each of the six subsections.

4.1 School team empowerment

Although our focus was initially on the class as a social group, it became clear that a bottom-up oriented strategy to prevent and cope with (cyber)bullying should be integrated in a well considered and multi-layered 'whole school approach' targeting individual, class and school levels. For an individual teacher it will be hard, not to say impossible, to implement such a strategy in his or her class without the full support of the school team (i.e. staff, other teachers, ICT coordinator, care coordinator, etc.). For a more bottom-up oriented approach towards (cyber)bullying to succeed, a shift in the whole school culture and policy may thus be needed. As a consequence, facilitating children to become more self-regulatory should become the school's general philosophy, reaching far beyond the actual problem of (cyber)bullying. This implicates that, for a bottom-up oriented approach towards (cyber)bullying to succeed, we should extend the goals of our intended toolkit for teachers and should look for ways as to how to integrate the toolkit in a whole-school policy. Although this goes beyond the scope of the current project, this might be an interesting topic for further research.
Specifically with regard to (cyber)bullying, the school policy should include well considered guidelines regarding detection, intervention, aftercare as well as prevention. Also to be included are a global vision of how to communicate and involve parents, rules regarding mobile phone and IT use within the school, guidelines of how to integrate class projects within the school's general approach, a platform for sharing best practices between teachers and with other schools, and general ideas about how to create and maintain a positive school culture. Importantly, such a policy should not remain a collection of ideas and guidelines on paper, but has to be implemented and become daily practice. For this purpose, schools could use a broad-spectrum toolkit for long-term use in which the above-mentioned aspects are interwoven and translated into a set of easy to use and flexible tools. The problem with most prevention and intervention toolkits used nowadays is their lack of integration in the school's general policy, their (intended) short-term use only and their often top-down and school-like character. Vlindernet and Toeka were often referred to in this context. Also, since most of these tools have never been tested, their effectiveness may be questionable.
Another precondition on the school level is the need for more time and resources. More specifically, there is an urge for practical knowledge on the topic and this is where experts could play an important role. Since they are equipped with state-of-the-art knowledge, they can summarize new and relevant research into easy to digest information made centrally available. This way, they can raise

and maintain awareness and empower the school team. Finally, school staffs need to realize that individual teachers still have an unmistakable role to play since they can make or break a whole school approach. A lot depends on the teachers' motivation and skills (e.g. social skills, knowledge of group processes, ICT skills, etc.). Therefore, not only the school team as a whole, but also teachers should be empowered and provided with the necessary means and support.

4.2 Individual Intervention

Some scepticism was voiced regarding a bottom-up oriented strategy to tackle acute (cyber)bullying problems in the classroom. An acute problem cannot and should not be used as a starting point to make children more self-regulatory as a group regarding (cyber)bullying. Thus, an important precondition is that the problem needs to be resolved first and all children need to feel safe in the group before one can implement or experiment with a more bottom-up oriented approach. Some interesting points were also made about how teachers can overcome a bullying situation in their class. These considerations may as well be important for our intended strategy.

First of all, it was noted that it is often hard to get a clear image of what is going on beneath the surface of a class group. Not to mention the unknown territory of children's online behaviour to most teachers. Therefore, building trust with children is of uttermost importance to being able to detect problems sooner. Examples of how to build trust are group discussions, listening in a non-judgemental fashion, highlighting opportunities that come with social media and not only focussing on risks, etcetera.

When confronted with an acute bullying problem, offline and/or online, one must realize that there is no such thing as a one-size-fits-all approach. Each bullying situation should be dealt with without preconceptions, and a personalized and customized approach is recommended. A teacher and/or care coordinator should first talk individually with the children involved, (possible) perpetrators and the victim, in a non-judgemental fashion. The terms 'safe conversation' and 'broad observation' were often used to describe this phase. Emphasis should be on the effects of bullying on the victim's feelings and emotions rather than on the ins and outs of what occurred. Instead of being punished, perpetrators should be involved in looking at how their actions have affected the victim. They should come to acknowledge the severity of the situation and the consequences of their actions. This is in line with the No Blame approach (Robinson & Maines, 2008) mentioned earlier.

Next, based on the individual interviews, a plan of action should be formulated and communicated to all parties involved, including the parents of the children involved in the bullying behaviour. This plan of action, in which 'empathy', 'dialogue' and 'positive reinforcement' are to be key values, includes restorative practices to reconnect victim and perpetrator(s) as well as to reconnect the children involved with themselves. Some victims or perpetrators may need external help (e.g. from a psychologist) to accomplish this goal. Since bullying is far and foremost a group process, one must decide if it is appropriate to involve the whole class group at this point.

Another issue that was raised several times is that teachers and/or care coordinators should not impose a solution. On the contrary, perpetrators should be invited to say what they are prepared to do to

help. Eventually, when the victim feels ready and a solution may be on its way, victim and perpetrator(s) are to be confronted and a negotiated solution is attempted. However, some realism is needed because some bullying problems, especially those with a long history, can be very hard to solve. If a solution is reached after all, considerable attention will be needed for aftercare and follow up sessions.

There was some disagreement among participants about how far one might take the no blame philosophy. The group of teachers was more inclined to sanctioning perpetrators after all, whereas the group of experts was less keen on the idea since responsibility for bullying behaviour is often diffuse and sanctioning bullies may make things worse in the end. It was also noted that involvement of the police may be inevitable in extreme cases of bullying in which, for example, the victim was physically injured or personal belongings were stolen. Therefore, methods as No Blame (Robinson & Maines, 2008) and Shared Concern (Pikas, 2002) are only considered appropriate in cases in which the bullying behaviour is non-criminal (e.g. does not involve violence). In this context, some questions were also raised about when and how a victim's legal position should be restored if damaged, such as taking incriminating pictures offline.

4.3 Intervention at the group level

As mentioned before, bullying is a group process in which bystanders have an effect on the maintenance of bullying and on the adjustment of the victims (Cohen et al, 2006; Huisting & Veenstra, 2012; Kyriakides & Creemers, 2012). It was emphasized regularly by the participants that, except for some rare cases, bystanders are indeed key figures in solving bullying problems. Once the teacher or care coordinator has had individual talks with (possible) perpetrators and the victim, the class group (i.e. the bystanders) should eventually be included to tackle the problem at the group level and to bring about more profound and enduring change. Again, a customized approach is recommended and 'empathy', 'dialogue' and 'positive reinforcement' are posited once more as core values.

Intervention at the group level aims at creating a safe group by reorienting the group dynamics of the class in a positive way. The teacher first needs to clarify that the current situation can no longer be tolerated and has to change. Through of a series of class discussions, teachers should raise awareness of the consequences of (cyber)bullying for the victim and of the role the group plays in maintaining bullying. Bystanders should come to realize that they can make a difference by defending the victim. This is in line with the anti-bullying program KiVa, which is predicated on the idea that a positive change in the behaviours of classmates can reduce the rewards gained by bullies and consequently their motivation to bully in the first place (Kärnä et al, 2011; Salmivalli et al, 2011). As the class discussions proceed, children are encouraged to think about what contributions they can make to help the victim(s) and to formulate ideas as to how the problem can be finally resolved. Eventually, engagements are made and a set of class rules is agreed upon. Follow-up sessions should be held to monitor and maintain the changes made in the group dynamics and the atmosphere of the class. Also, throughout the intervention at the group level, parents should be kept up to date at all times.
Since there are always less talkative children in a group, an (anonymous) questionnaire can be used as a starting point for a class discussion. Class Thermometer was specifically developed for that

purpose by one of the MAP-it session's participants. Through a short questionnaire, students are asked how they feel in the classroom, how they perceive the class group (positively as well as negatively) and what agreements they believe should be made to improve the class atmosphere. Such a questionnaire can be an interesting tool in earlier phases as well by providing more accurate information on what is going on beneath the surface of the group (e.g. in cyberspace).

4.4 Basic prevention

Each MAP-it session it was emphasized that it is important not only to reduce bullying once it has taken hold, but also to prevent it in the first place. Making children more self-regulatory regarding (cyber)bullying was first of all considered a prevention strategy. If a bottom-up oriented strategy is to be implemented, a safe group with no acute bullying problems should thus be the starting point.

The prevention pyramid, a framework for structuring prevention in school, was often referred to for this purpose (Deklerck & Overveld, 2011). According to this model, prevention can and should be structured on different levels ranging from the broad societal context to prevention measures targeted at very specific problems. What happens at the first level, the broad societal context, is hard to grasp for schools. However, this extracurricular context has an enormous impact on the child's attitudes and behaviour. Although the school might not be able to interfere on this level, knowing what extracurricular activities a child is involved in, may be useful for a better understanding of the child's behaviour and his or her opinions regarding (cyber)bullying.
The next level of the prevention pyramid, the social climate, is about creating a positive atmosphere in the school. Emphasis should not always be put on the negative side of things, such as the dangers of cyberspace. Besides the potential risks, cyberspace can be a great information source, whereas social media may offer interesting opportunities to practice social skills. In sum, prevention at this level is all about strengthening the wellbeing and involvement of children in a rather informal way.
This indirect approach contributes to the quality of the other levels in the prevention pyramid. Different suggestions were made as to positively influence the class and school atmosphere. For example, instead of organizing 'the week against bullying' each year, schools could organize 'the friendship week'. Also, the whole school could join at the playground at the end of the week to close the week together in a fun and relaxed way.
Other ideas postulated had to do with combating boredom. According to some participants, many children do not know how to play with each other nowadays, and since play can be a very efficient way to practice social skills, children have to learn again how to play and how to deal with conflicts in a playful manner. For this purpose, schools may need more toys, the playground may have to be redesigned and more supervision may be needed during recreation time.
The next level in the prevention pyramid concerns general prevention measures aiming at making children stronger and increasing their resilience. From on early age onwards, children should be trained in social skills, their emotional literacy should be developed and feelings of empathy towards others trained. Developing these skills should be regarded as an essential precondition for making children more self-regulatory in preventing and tackling (cyber)bullying.
Several methods or tools were mentioned for this purpose. 'The Talent Indicator' aims at making each child's talents more visible in the classroom and facilitates informal peer learning since children come

to know from whom they can learn what. 'Anonymous Pamper Friends' is a tool to strengthen positive relations and social cohesion. Each child of the group has to pamper another child anonymously that was assigned to him or her at randomly. As not to reveal one's targeted class member, a successful strategy is to pamper other children as well, resulting in stronger interpersonal relationships and a positive class atmosphere. Another way to enhance social cohesion and empathy is involving children in a social project outside the school, such as helping disadvantaged or socially vulnerable people.
The fourth level is about specific prevention measures, targeting well-defined problems such as bullying and online risks. Although it was mentioned before that emphasis should not always be put on the negative side of things, possible risks are at the centre of attention at this level of prevention. Children may be invited to reflect on the effects of (cyber)bullying in a series of class or group discussions to raise awareness. Also, some children, preferably popular ones, might take a leading role in sensitizing other children about the risks of bullying and the importance of supporting the victim as well as rejecting the perpetrators' behaviour. This idea was coined 'peer sensitizing' and should be differentiated from 'peer mediation' as it is not regarded an intervention strategy but rather a prevention strategy.
The top level of the prevention pyramid, problem solving, aims at remediating acute problems. Corresponding strategies for intervention at the individual and group level have already been discussed in the previous sections. We should note, however, that when enough energy is put in prevention, less intervention will be needed according to the participants. It was also emphasized that making children more resilient and emotionally literate is a key ingredient for a more bottom-up oriented approach towards (cyber)bullying.

Apart from the different levels of the prevention pyramid, some other issues were raised with regard to prevention. It was noted several times that teachers could benefit from tools to map group dynamics and to monitor how everyone feels in the group. This way, it will be much easier to detect tensions within the group and to prevent them from growing into acute (bullying) problems. A social questionnaire may have to be designed for that purpose. Also mentioned was the importance of building trust in two directions (i.e. symmetrical trust). Not only should the teacher trust his or her students, if the teacher wants to be informed about what is going on beneath the surface, offline as well as online, students need to trust their teacher as well. A side note regarding trust was that every child, being a victim, perpetrator or bystander, needs one or more people they trust unconditionally, and that for some children these might not be their parents. Finally, some participants touched upon the problem of children changing schools within the course of a school year. This happens quite a lot in Belgian cities, and most likely in cities worldwide, and it makes it much harder for teachers to build trust and to create a strong class group.

4.5 Social media literacy

Children should be taught how to use social media and the internet wisely. This includes the ability to manage privacy settings, to remove content and knowing what to do when something goes wrong online. This was referred to as empowerment on a practical level. Also, children should come to understand the public character of social media and the internet, and have a critical approach towards the possible consequences of sharing personal information online. It was emphasized that schools

should continuously update their curriculum to keep up with accelerating technological developments and, to succeed in making children media literate, not only the ICT coordinator but also the teachers should be digitally literate.
Enhancing children's digital competencies and critical attitude towards social media, is believed to be an important precondition in a bottom-up oriented approach towards cyberbullying and since off- and online bullying are often intertwined, to bullying in general. Making children media literate should therefore be included in general as well as in more specific intervention measures when it comes to cyberbullying or other online risks.

Importantly, emphasis should not only be put on the risks and dangers of social media and the internet. Prejudices towards ICT in general should be avoided, and a more nuanced picture should be presented to the children to keep them involved and, eventually, to sort positive effects. One suggestion was to develop an online platform for schools in which children could experiment safely under supervision of the school team. Another idea was to integrate positive, online moments in the curriculum. Highlighting the positive side of social media and the internet may be an effective way to build trust and to gain more contextual knowledge about how children behave online. Another suggestion was that high-status children with more than average IT skills could take a leading role in raising awareness about 'netiquette' and in explaining how social media and the internet can be used safely. The term 'peers sensitizing' was used again here. It was noted, however, that one should not overestimate children's digital skills. Although today's children are often called 'digital natives' grown up with the internet and digital media (Prensky, 2001), that does not necessarily imply that they are, for example, capable of managing their Facebook privacy settings adequately.
Finally, websites with tips and tricks for children, such as Clicksafe.be, were considered useful tools as well. Not only for teachers to use in their lessons, but also for children as a first aid by which they can become more self-regulatory in coping with cyberbullying.

4.6 Involvement of parents

Communication with parents throughout the trajectory should not be overlooked. Parents should be informed about the school's policy regarding (cyber)bullying, especially when the school team is about to implement a new approach. Also, when an acute case of (cyber)bullying pops up in their children's class, parents of the victim and the perpetrator(s) should be informed in a neutral way about what happened and what is about to happen (i.e. the plan of action). However, it was objected that informing parents might damage trust between the teacher and the children involved in the bullying behaviour and, as mentioned earlier, establishing a relation of trust is of uttermost value for a bottom-up oriented approach towards (cyber)bullying to succeed. Thus, for teachers, building trust with children as well as keeping parents informed about what is going on in the class might be a delicate balancing act. No further ideas were postulated as to how to do that effectively.
Another issue raised was that it is far from easy to involve all parents. Often the same group of committed parents comes together at meetings. A suggestion made was that the other, seemingly less committed parents might as well be reached through other networks in which they operate (e.g. work environment, cultural activities, their children's youth clubs, etc.).

Finally, parents should also be informed and sensitized on a more substantive level about (cyber)bullying and its consequences. Some parents have a tendency to approve or deny the bullying behaviour of their children, which obviously makes things worse. In sum, parents need to be empowered as well.

5. Future work

Although some anti-bullying programs try to empower students to a certain degree, we want to go a step further. Our goal is to provide teachers with a toolkit to facilitate children to become more self-regulatory as a group in preventing and tackling (cyber)bullying. In a series of MAP-it sessions (Dreessen et al, 2011), together with teachers and experts we have first identified preconditions and suggestions on how to address these preconditions successfully. The results presented above should be looked at as a metaphorical roadmap, indicating roads, dangers and opportunities to the traveller, not as a mere route prescribing a fixed solution. However, these preconditions were based on the opinions of adults only. Since children are important stakeholders as well in the design process of the toolkit, we will therefore actively involve them in the next phase of our research. This is in line with the earlier mentioned Participatory Design approach at the core of this research project. The central question will be "What do children need to become more self-regulatory in preventing and tackling (cyber)bullying?".

The extent to which children can participate in the design process depends largely on the age of the child participants. Focusing on the characteristics of 9- to 10-year olds, Piaget (1971) considers them to be 'concrete thinkers' as their abstract thinking skills are only beginning to develop. Not only do they have a more difficult time verbalizing their thoughts concerning abstract concepts, much of what they say needs to be interpreted within the context of concrete experiences.
On top of that, children's creativity begins to decline around the age of six and slumps further in the fourth grade. This is a phenomenon known as the 'fourth-grade slump in creativity' (Claxton et al, 2005). The addition of peer pressure in the fourth grade results in a great need to conform, which may discourage 9- to 10-year-olds to display creative abilities (Claxton et al, 2005). In contrast, Druin (1999) has experienced 7- to 10-year-olds as the most effective design partners. They are verbal and self-reflective enough to discuss what they are thinking and they understand the abstract idea that their designs will be turned into technology in the future.
Although contemporary research recognizes that all children develop differently and individuals may differ substantially from this typical picture (Schneider, 1996), Participatory Design with children may obviously be much more complex than with adults. To involve 9- to 10-year-olds in a meaningful way in the design process of the toolkit, we will need appropriate methods.

Different methods for designing products and technology for children have emerged over the last decade, many of which encourage children to participate in the design process (e.g. Bekker et al, 2003; Dindler et al, 2005; Druin, 1999; Guha et al, 2004; Iversen et al, 2003; Kelly et al, 2006; Scaife & Rogers, 1998; Vaajakallio et al, 2009; Walsh et al, 2010; Wyeth & Diercke, 2006). These Participatory Design methods are based on a belief that children have their own special experiences and viewpoints that support the design process in a complementary way to adults' expertise. Many of these methods involve children in dyads or groups, rather than individually, e.g. 'Bags of Stuff' in which 2-3 children and 2-3 adults work together as an intergenerational design team (Knudtzon, 2003). This way, child

participants can react to each other's experiences and ideas, and a large amount of diverse information is generated (Sleeswijk Visser, 2005; Sluis-Thiescheffer, 2007; Van Mechelen, 2012).

In the next phase of our research, we will use a blend of existing Participatory Design methods for working with children, customized to our research question and ditto design challenge. This way, we hope to complement and build further upon the roadmap based on the insights and ideas of adults, experts in the field as well as secondary school teachers. We believe that, to develop a toolkit by which teachers can facilitate children to become more self-regulatory in combatting (cyber)bullying, not only adults but also children need to inform and inspire the design process. Moreover, children need to participate actively in the design process and on a long-term basis from the early phases onwards. The roadmap will thereby function as a starting point.

Another topic for further research beyond the scope of the current project is to look for ways to integrate the toolkit in a multi-layered whole-school policy targeting individual, class and school levels. It was emphasized regularly by the participants of the MAP-it sessions that an individual teacher will need the full support of the school team to implement a bottom-up oriented approach to prevent and cope with off- and online bullying. However, the focus of the current project is solely on the class as a social group in which we emphasize the role of the teacher as a facilitator, guiding the children to become more self-regulatory in combatting (cyber)bullying.

6. Conclusion

The goal of our research is to provide teachers with a (digital) toolkit to facilitate 9 to 10-year-olds to become more self-regulatory as a class group in combating traditional bullying as well as cyberbullying. To identify and understand the preconditions for such a bottom-up oriented strategy, experts and teachers have been involved in a series of MAP-it sessions. This is in line with the Participatory Design approach at the core of this research on combating (cyber)bullying. In what follows we will briefly summarize the results.

First of all, it was stressed repeatedly that a safe group with no on-going bullying problems should be the starting point to implement a bottom-up oriented approach towards (cyber)bullying. The prevention pyramid, a framework for structuring prevention in school, was often referred to in this context (Deklerck et al, 2011). According to this model, prevention can and should be structured on different levels ranging from the broad societal context to prevention measures targeting very specific problems.
What happens at the first level, the broad societal context including all kinds of extracurricular activities children are involved in, is hard to grasp for schools. Teachers should start at the second level of the prevention pyramid (i.e. the social school climate) to facilitate children in becoming more self-regulatory in combating (cyber)bullying. On this level, emphasis is put on creating a general positive atmosphere. This includes presenting a nuanced image of social media and the internet instead of focusing solely on potential risks.
The next level, general prevention, is about making children emotionally literate by enhancing empathy, developing social skills and making them more resilient. Only at the top levels of the pyramid (i.e. specific prevention and problem solving) offline and online bullying come into play explicitly. Examples of specific prevention measures are teaching children how to manage privacy settings online and role-playing games to teach children how to react to bullying behaviour either as a bystander or as a victim. Problem solving, the top level, is about curating acute (cyber)bullying problems.
Since the bottom levels contribute to the quality of the other levels in the prevention pyramid and because bullying behaviour should be prevented from happening in the first place, the toolkit should go beyond (cyber)bullying alone. It was recommended frequently to develop a broad-spectrum toolkit aiming at the different levels of the prevention pyramid. Furthermore, the toolkit should be integrated in a multi-layered, whole school approach, targeting the individual, class and school level as well as communication with parents throughout the trajectory.
A tool that should definitely be included in the toolkit according to the participants is a 'social questionnaire' to map group dynamics and to monitor how everyone feels in the group. This way, it will be much easier to detect tensions within the group and to prevent them from growing into acute (bullying) problems. Also essential are tools to build 'symmetrical trust' (i.e. trust in both directions) between teachers and their students, allowing teachers to gain more insight in what happens beneath the surface of the group, offline as well as online. Since bullying is a group process in which bystanders have an effect on the persistence of bullying, the toolkit should further stimulate children to make their own agreements about how they can improve the class atmosphere (i.e. broad prevention) and

how they can help victims when bullying nevertheless occurs (i.e. intervention or problem solving). Peer sensitizing, in which some children, most likely the popular ones, take the lead in sensitizing other children about safe internet use and what they can do about (cyber)bullying, was also mentioned a few times.
Importantly, a broad-spectrum toolkit should not be mistaken for a one-size-fits-all approach. The tools should be open and adaptable, and designed for structural, long-term use. Furthermore, for profound and enduring change to take place, it is important that the toolkit is built upon a 'no blame' philosophy. In sum, a shift in the whole school culture may be needed for a bottom-up approach towards (cyber)bullying to succeed.

The results presented in this EMSOC deliverable should be seen as a metaphorical map, indicating roads, dangers and opportunities to the traveller, not as a mere route prescribing a fixed solution. However, these preconditions were based on the opinions of adults only. Since children are important stakeholders in the design process of the toolkit as well, they should not be overlooked. In the next phase of our research, we will actively involve the children (9 to 10-year-olds) themselves, using specifically designed Participatory Design methods (Van Mechelen et al, 2012). Together with 9- to 10-year-olds and their teachers we will further develop the toolkit based on the roadmap presented in this deliverable.

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8. Dutch summary

Door de steile opgang van sociale en mobiele media is cyberpesten uitgegroeid tot een wijdverspreid fenomeen. Cyberpesten bracht niet alleen een verbreding, maar ook een verdieping of intensivering van de pestproblematiek met zich mee: meer kinderen en jongeren geraken betrokken bij pestgedrag en voor slachtoffers is er vaak geen ontsnappen meer aan, omdat ze zowel offline als online worden gepest, dag in dag uit.
De voorbije decennia werden er heel wat anti-pestprogramma's ontwikkeld. De unieke bijdrage van dit onderzoek bestaat erin dat we een toolkit ontwikkelen waarmee leerkrachten lager onderwijs kinderen kunnen faciliteren om zelfsturender en zelfregulerender te worden in het aanpakken en voorkomen van pestgedrag. We focussen daarbij op zowel cyberpesten als op klassieke vormen van pesten, alsook op hun onderlinge relatie. Belangrijk is dat we de klas als een sociale groep benaderen en dat we ons richten op de exclusie van slachtoffers ten gevolge van pesten. Hoewel het asociale gebruik van sociale media aan de basis ligt van cyberpesten, bekijken we sociale media in dit onderzoek als een middel om pro-sociaal gedrag in de klasgroep te stimuleren en aldus pestgedrag te reduceren.

Kinderen zelfsturender en zelfregulerender maken in het aanpakken en voorkomen van pestgedrag, wil niet zeggen dat de rol van de leerkracht wordt geminimaliseerd. In tegendeel, de leerkracht krijgt een centrale en faciliterende rol toebedeelt en gidst de kinderen doorheen het proces aan de hand van de toolkit.
Als eerste stap in het ontwikkelingsproces van de toolkit identificeerden we een reeks voorwaarden waaraan een bottom-up georiënteerde aanpak van (cyber)pesten moet voldoen. Daarvoor nodigden we verschillende experten en leerkrachten uit voor een reeks mapping sessies waarbij we gebruik maakten van de MAP-it tool (www.map-it.be). Mapping is een techniek om ideeën en de relaties tussen ideeën op een visuele manier in kaart te brengen. Het gebruik van de techniek kadert binnen de Participatory Design aanpak die aan de basis ligt van dit onderzoek. Kenmerkend voor Participatory Design is dat gebruikers en andere belanghebbenden participeren in het ontwerpproces om te garanderen dat de resulterende ontwerpen afgestemd zijn op de manier waarom gebruikers het product daadwerkelijk zullen gebruiken in hun eigen leven (Schuler, 1993).
De voorwaarden die resulteerden uit de MAP-it sessies en die gepresenteerd worden in dit rapport fungeren als een metaforische 'roadmap', die de reiziger een overzicht biedt van mogelijke wegen, gevaren en opportuniteiten, zonder daarbij één weg of één oplossing naar voor te schuiven. De roadmap zal dienen al een leidraad doorheen het ontwikkelingsproces van de toolkit. In wat volgt geven we een beknopte samenvatting van de resultaten.

Tijdens de MAP-it sessies werd herhaaldelijk benadrukt dat je een bottom-up georiënteerde aanpak van (cyber)pesten enkel kan implementeren in een veilige klasgroep zonder actuele pestproblemen. De preventiepiramide kwam daarbij herhaaldelijk ter sprake. De preventiepiramide is een theoretisch model om het preventiebeleid op school te ondersteunen en te versterken. Volgens dit model moet preventie worden gestructureerd op verschillende niveaus, gaande van de brede, maatschappelijke context tot preventie maatregelen voor heel specifieke problemen.

Het eerst niveau, de brede maatschappelijke context, omvat alle buitenschoolse activiteiten van het kind. De invloed van de school op deze buitenschoolse activiteiten is uiteraard beperkt, maar ze beïnvloeden wel in sterke mate het denkpatroon en het gedrag van het kind. De participanten beschouwden het sociale schoolklimaat, het tweede niveau van de preventiepiramide, als het vertrekpunt voor een bottom-up georiënteerde aanpak van (cyber)pesten. Op dit niveau ligt de klemtoon op het creëren van een algemene positieve atmosfeer. Dit houdt onder andere in dat er niet enkel gefocust wordt op de risico's van sociale media en het internet, maar dat er een genuanceerd beeld wordt verschaft waarin ook aandacht is voor opportuniteiten.
Algemene of basispreventie, het volgende niveau, heeft te maken met het vergroten van de emotionele geletterdheid van kinderen. Dit houdt onder andere in het stimuleren van empathie voor anderen, het ontwikkelen van sociale vaardigheden en het vergroten van de weerbaarheid van kinderen. Pestgedrag, zowel offline als online, komt enkel expliciet aan bod in de bovenste niveaus van de preventiepiramide: specifieke preventie en interventie. Voorbeelden van specifieke preventie zijn kinderen aanleren hun Facebook instellingen adequater te hanteren ter bescherming van hun privacy en rollenspellen om kinderen te leren hoe ze moeten omgaan met pestgedrag, zowel als slachtoffer en toeschouwer. Interventie, het bovenste niveau, betreft het aanpakken van concrete (pest)problemen. Aangezien de onderste niveaus bijdragen aan de kwaliteit van de andere niveaus in de preventiepiramide en omdat pestgedrag in de eerste plaats zo veel mogelijk moet worden voorkomen, is de huidige focus op (cyber)pesten mogelijks te nauw. Het is, aldus de participanten, aanbevelingswaardig om een breedspectrum toolkit te ontwikkelen die de verschillende niveaus van de preventiepiramide in rekening brengt. Meer nog, de toolkit moet worden geïntegreerd in een 'whole school approach' met aandacht voor het individu, de klas, het schoolteam en de communicatie met de betrokken partijen waaronder de ouders.

Verscheidene participanten stuurden aan op een sociale enquête als onderdeel van de toolkit om groepsdynamieken in kaart te brengen en na te gaan hoe elk van de kinderen zich voelt in de groep. Op die manier wordt het gemakkelijker om spanningen bloot te leggen en te voorkomen dat ze uitgroeien tot acute (pest)problemen. Ook hulpmiddelen om wederzijds vertrouwen te stimuleren tussen de leerkracht en de kinderen zijn onontbeerlijk. Wederzijds vertrouwen maakt het een leerkracht gemakkelijker om inzicht te verwerven in wat er zich afspeelt onder de oppervlakte van de groep, zowel offline als online.
Pesten is in de eerste plaats een groepsproces waarin omstaanders een belangrijk effect hebben op de persistentie van het pestgedrag. De toolkit moet kinderen daarom faciliteren om afspraken te maken ter bevordering van de klassfeer (basispreventie), alsook afspraken over hoe zij slachtoffers kunnen helpen wanneer er zich een geval van pesten voordoet (interventie). Peer sensibilisering werd ook regelmatig genoemd. Enkele, eerder populaire kinderen, nemen een voortrekkersrol in het sensibiliseren van andere kinderen over veilig internet gebruik en wat zij, als omstaanders, kunnen doen om pestgedrag te stoppen.
Belangrijk, een breedspectrum toolkit is niet hetzelfde als een one-size-fits-all benadering. De toolkit moet open en aanpasbaar zijn en moet ontwikkeld worden voor structureel en lange termijn gebruik. Meer nog, de toolkit moet worden gestoeld op een 'no blame' filosofie om diepgaande en blijvende

verandering teweeg te brengen. Kortom, in sommige gevallen is een ommekeer in de gehele school-cultuur nodig om een bottom-up georiënteerde aanpak van (cyber)pesten mogelijk te maken.

Aangezien kinderen belangrijke stakeholders zijn in het ontwerpproces van de toolkit, zullen we ze actief betrekken in de volgende fase van het onderzoek met behulp van specifieke Participatory Design methoden. Samen met kinderen van het vierde leerjaar, maar ook met hun leerkrachten en zorg-coördinatoren, zullen we de toolkit verder ontwikkelen op basis van de roadmap gepresenteerd in dit rapport.

9. Annexes

Annex 1: sensitizing card MAP-it session 1

Noteer drie kernwoorden die aanduiden wat voor jou belangrijk is voor de aanpak van pestgedrag:

1. _____
2. _____
3. _____

*Ter voorbereiding van de workshop rond (cyber)pesten, nodigen we jou uit om al even stil te staan bij de bovenstaande vraag. Wil je dit kaartje ingevuld meebrengen naar het CUO (Parkstraat 45 in Leuven) op 22 april?

Annex 2: scenario MAP-it session 1

1. Plenaire presentatie (15 minuten)
2. Plenaire voorstellingsronde (naam en organisatie) (10 minuten)
3. Introductie MapIt (5 minuten)
    - Kennis en ervaringen inzake de aanpak van pestgedrag in kaart brengen op een achtergrond aan de hand van een aantal strikt getimede vragen; een facilitator leidt het proces in goede banen. We gebruiken daarvoor een concreet pestscenario als uitgangspunt.
    - Per vraag kan je specifieke stickertjes gebruiken; de kleine icoontjes kan je doorlopend gebruiken. Je mag ook tekenen en schrijven op de achtergrond. Probeer zo visueel mogelijk te werk te gaan in een open en constructieve sfeer.
    - Bij sommige vragen overleggen jullie eerst kort per twee, alvorens als groep beslissingen te nemen.
4. Pestscenario en vraagstelling (5 minuten)
    - Hoe zouden jullie, als groep van experts, het pestprobleem in het onderstaande scenario aanpakken op basis van jullie kennis en ervaringen?
    - Het scenario betreft Sarah, een meisje van 11 jaar.
        - Gepest op nieuwe school in het 4e leerjaar; was haar nooit eerder overkomen.
        - Vermoedelijke aanleiding: ze zag er anders uit en ze had een vreemd accent.
        - Op school: scheldpartijen, buitensluiten en af en toe fysieke aanvallen van klasgenoten.
        - Thuis: anonieme telefoontjes en beledigingen via MSN.
        - Ze past zich zo goed mogelijk aan al verliest ze daarbij deels zichzelf.
        - Ze verbergt haar emoties: ze lacht mee met de pesters, humor wordt haar schild.
        - Gaandeweg wordt humor naast een schild ook een wapen.
        - Twee jaar later, in het 6e leerjaar, is ze bevriend met enkele populaire klasgenoten.
        - Ze heeft nu meer aanzien, maar ten koste van anderen: ze is een geduchte pestkop.
        - Op een dag giet ze onder aanmoediging van haar klasgenoten een flesje water over Eva.
        - Een klasgenoot, Ruben, filmt het gebeuren en zet het zonder medeweten van Sarah of Eva op Facebook.
        - De bal gaat aan het rollen, de meester wordt op de hoogte gebracht via Eva's ouders
5. Mappen
    - Kernwoorden (10 minuten)

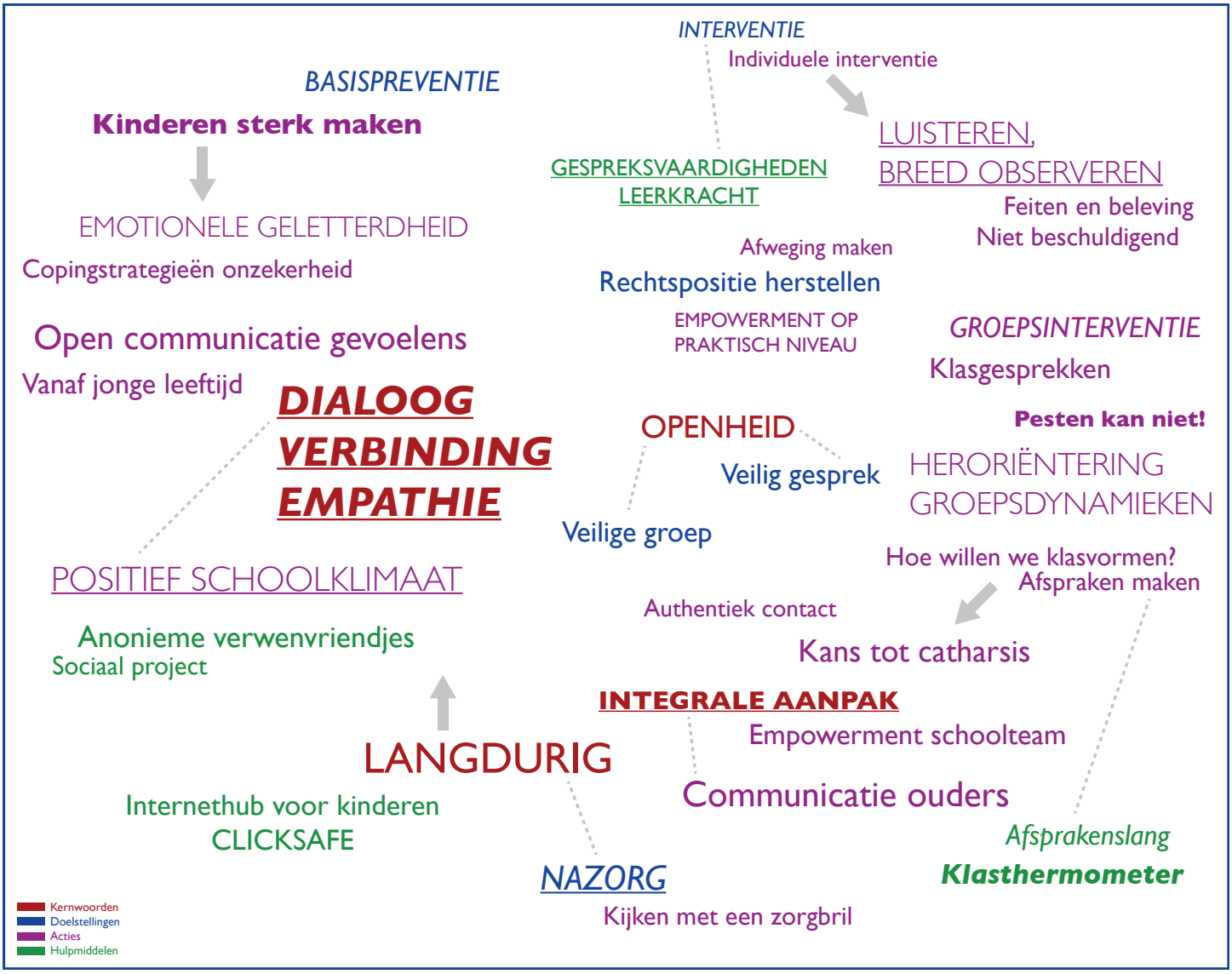
        - Overloop in groep de sleutelwaarden die jullie invulden op het kaartje dat we jullie per post bezorgden.
        - Plaats 3 tot 5 kernwoorden (waarden,…) binnenin het kompas die aanduiden wat jullie als groep essentieel vinden bij de aanpak van de pestsituatie in het scenario. Denk goed na over de plaats waar je de kernwoorden kleeft (meer richting preventie of interventie, centraal,…)
        - Stickers: woorden en blanco stickers onderaan en de kleine icoontjes

- Doelstellingen (15 minuten)
    - Overleg per twee welke doelstellingen jullie beogen bij de aanpak van de pestsituatie in het scenario.
    - Overleg vervolgens met de hele groep welke doelstellingen jullie willen bereiken bij het aanpakken van de pestsituatie in het scenario en plaats deze op de rand van het kompas. Denk opnieuw goed na over de plaats.
    - Stickers: goal sticker (rij 3), stickers met lamp (rij 2) en de kleine icoontjes
- Actoren (10 minuten)
    - Voeg rondom het kompas toe wie er volgens jullie betrokken moet worden om de pestsituatie in het scenario aan te pakken (bijv. slachtoffers, toeschouwers, ouders,…). Denk opnieuw goed na waar je de stickers kleeft (richting preventie, centraal,…?).
    - Stickers: 1e rij stickers, sticker met hoedje (rij 2) en kleine icoontjes
- Acties (15 minuten)
    - Overleg per twee welke acties je zou ondernemen om de genoemde doelstellingen te bereiken.
    - Overleg vervolgens met de hele groep welke acties jullie zouden ondernemen om de doelstellingen te bereiken en plaats deze rondom het kompas. Denk goed na waar je de acties positioneert (bijv. op basis van wie er bij betrokken is, aan welke doelstelling de actie gelinkt is, enz.).
    - Zijn er ook acties die kinderen zelf kunnen ondernemen (cf. bottom-up)?
    - Stickers: action stickers (rij 3), lamp (rij 2) en kleine icoontjes
- Hulpmiddelen (10 minuten)
    - Voeg toe welke hulpmiddelen je daar voor nodig hebt (bijv. fysieke tools, specifieke knowhow, concrete lespakketten of campagnes, enz.)
    - Welke prosociale rol is er mogelijks weggelegd voor sociale media
    - Stickers: rij 4 en kleine icoontjes
- Vergrendelen (10 minuten)
    - Vergrendel minimum 3 en maximum 5 cruciale acties en/of hulpmiddelen
    - Stickers: hangslot (rij 5)
    - Kies een presentator
- Pauze (10 minuten)
    - De presentator kan van de pauze gebruik maken om de presentatie voor te bereiden.
- Presenteren (15 minuten)
    - De presentator doet zijn/haar verhaal bij de andere groep en omgekeerd.
- Constructieve blik (10 minuten)
    - Plaats like tekens bij opportuniteiten en hartjes bij wat jullie echt goed vinden. Schrijf er ook bij waarom.
    - Stickers: like tekens en hartjes (rij 5)
- Kritische blik (10 minuten)
    - Plaats uitroeptekens bij risico's en bommen bij datgen waarmee jullie helemaal niet akkoord gaat. Schrijf er ook bij waarom.
    - Stickers: uitroeptekens en bommen (rij 5)

- Plenair gedeelte (25 minuten)
    - De presentatoren presenteren de map, inclusief de feedback, aan beide groepen.
    - Groepsdiscussie: wat zouden jullie op basis van de feedback en de presentatie van de andere groep nog willen veranderen, wat zeker niet? In welke mate komen beide maps overeen, waarin verschillen ze?

6. Vooruitblik volgende workshop (5 minuten)

Annex 3a: structured word clouds used as a sensitizing tool for MAP-it session 2



Annex 3b: structured word clouds used as a sensitizing tool for MAP-it session 2

Annex 4: scenario MAP-it session 2

1. Plenaire presentatie (incl. alternatief voorbeeld sociale media) (START 14.00 u. > 15 min.)
2. Plenaire voorstellingsronde (naam en organisatie) (10 minuten)
3. Vraagstelling (5 minuten)

Vorige keer gebruikten we een heel concrete en vrij ernstige pestsituatie als uitgangspunt die jullie in de richting van interventie stuurde; de bedoeling was dat jullie vooral bestaande werkwijzen en tools in kaart brachten. Vandaag vertrekken we niet van een acuut pestprobleem en wil ik vragen om verder te kijken dan bestaande methodieken en werkwijzen.

Vraagstelling => Een leerkracht van het basisonderwijs wil iets doen rond pesten in de klas (zowel cyber- als klassiek pesten) en hij/zij wil de kinderen daar actief bij betrekken. Hoe kan de leerkracht kinderen faciliteren om meer op eigen krachten te werken en meer zelfsturend te zijn in het voorkomen en aanpakken van pestgedrag in de klas? En hoe kan deze aanpak worden geïntegreerd in het schoolbeleid?

4. Introductie MapIt (5 minuten)

Hoe gaan we concreet te werk? Aan de hand van een aantal strikt getimede vraagjes zoomen we in op die algemene vraagstelling (gezien twee groepen vandaag, timing strikter!). Per vraag trachten jullie als groep tot een consensus te komen en dit te visualiseren op de achtergrond. Per vraag kan je specifieke stickertjes gebruiken; de kleine icoontjes kan je doorlopend gebruiken. Je mag ook tekenen en schrijven op de achtergrond. Probeer zo visueel mogelijk te werk te gaan in een open en constructieve sfeer.

5. Mappen

Aandachtspunten voor facilitator doorheen sessie: zelfsturend + leerkracht heeft een faciliterende rol!

- Kernwoorden (START 14.35 u. > 10 minuten)
  - Twee kernwoorden staan al in het kompas. Plaats nog maximaal 3 andere kernwoorden in het kompas die aanduiden wat jullie als groep essentieel vinden in de beoogde benadering van de leerkracht.
  - Stickers: woorden en blanco stickers onderaan en de kleine icoontjes
- Doelstellingen (START 14.45 u. > 15 minuten)
  - Eén doelstelling staat al op de kaart: inzake (cyber)pesten. Welke (sub)doelstellingen hangen er mogelijks samenmet deze reeds geformuleerde doelstelling? Plaats deze in het het kompas.
  - Stickers: goal sticker (rij 3), stickers met lamp (rij 2) en de kleine icoontjes
- Actoren (START 15.00 u. > 10 minuten)
  - Voeg toe wie er betrokken moet worden in de beoogde aanpak van de leerkracht en met betrekking tot de geformuleerde doelstellingen. Denk opnieuw goed na over de plaats.
  - Stickers: 1e rij stickers, sticker met hoedje (rij 2) en kleine icoontjes
- Acties (START 15.10 u. > 15 minuten)
  - Welke acties moeten de verschillende actoren (de leerkracht, de klasgroep,...) ondernemen om de eerder geformuleerde doelstellingen te bereiken en in stand te houden? Plaats deze op de achtergrond en denk goed na waar je ze plaatst, bijv. op basis van wie er bij betrokken is, aan welke doelstelling de actie is gelinkt, enz.
  - Stickers action stickers (rij 3), lamp (rij 2) en kleine icoontjes

- Hulpmiddelen (START 15.25 u. > 10 minuten)
    - Welke hulpmiddelen zijn er nodig voor elk van deze acties? Dat kunnen digitale tools zijn, maar ook specifieke knowhow. Het hoeven bovendien geen bestaande hulpmiddelen te zijn. Plaats de hulpmiddelen bij de desbetreffende acties.
    - Welke van deze acties kunnen gefaciliteerd worden met behulp van bestaande of toekomstige digitale media? Omschrijf deze digitale media en plaats ze eveneens bij de desbetreffende acties.
    - Stickers: rij 4 en kleine icoontjes
- Vergrendelen (START 15.35 u. > 10 minuten)
    - Vergrendel minimum 3 en maximum 5 acties en/of hulpmiddelen die jullie echt onmisbaar vinden in de beoogde benadering van de leerkracht.
    - Stickers: hangslot (rij 5)
    - Kies een presentator die jullie kaart zal uitleggen aan de andere groep na de pauze.
- Pauze (START 15.45 u. > 10 minuten)
    - De presentator kan van de pauze gebruik maken om de presentatie voor te bereiden.
- Presenteren (START 15.55 u. > 15 minuten)
    - De presentator doet zijn/haar verhaal bij de andere groep en omgekeerd.
- Constructieve blik (START 16.10 u. > 10 minuten)
    - Plaats like tekens bij opportuniteiten en hartjes bij wat jullie echt goed vinden. Aan 'likes' of opportuniteiten zijn doorgaans nog risico's verbonden, aan 'hartjes' niet. Schrijf er ook bij waarom.
    - Stickers: like tekens en hartjes (rij 5)
- Kritische blik (START 16.20 u. > 10 minuten)
    - Plaats uitroeptekens bij risico's en bommen bij datgene waarmee jullie helemaal niet akkoord gaat. Schrijf er ook bij waarom.
    - Stickers: uitroeptekens en bommen (rij 5)
- Plenair gedeelte (START 16.30 u. > 25 minuten)
    - De presentatoren presenteren de map, inclusief de feedback, aan beide groepen. (5 minuten per groep)
    - Groepsdiscussie: wat zouden jullie op basis van de feedback en de presentatie van de andere groep nog willen veranderen, wat zeker niet? In welke mate komen beide maps overeen, waarin verschillen ze? Nog opmerkingen? Hoe ver gaat de faciliterende rol van de leerkracht; wat wanneer er zich toch een acuut pestprobleem stelt?

6. Vooruitblik co-design sessies kinderen en verder onderzoek. (START 16.55 u. > 5 min.)

Annex 5: sticker sheet MAP-it sessions